

UNIT 1 AP® ALIGNMENT

The following are addressed in the Big Idea, Composition, and Preparing for the AP® Exam Workshops in Unit 1.

Note:

- Some skills in this Unit are introduced prior to their appearance in the CED in order to adequately scaffold instruction.
- Crossed-through content is introduced in a subsequent unit.

Big Idea	Enduring Understanding	Skills	Essential Knowledge
Rhetorical Situation	Aligned RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation.	Aligned RHS-1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.	Aligned RHS-1.A The rhetorical situation of a text collectively refers to the exigence, purpose, audience, context, and message. RHS-1.B The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text. RHS-1.C The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text. RHS-1.D An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds. RHS-1.E Writers create texts within a particular context that includes the time, place, and occasion.
		Scaffolded Early RHS 1.B Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. RHS 2.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.	Scaffolded Early RHS-1.K Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer’s purpose.

Ideas in Argument, 1e
 AP Correlation

<p>Claims and Evidence</p>	<p>Aligned CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.</p>	<p>Aligned CLE-3.A Reading – Identify and explain claims and evidence within an argument</p> <p>CLE-4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim</p>	<p>Aligned CLE-1.A Writers convey their positions through one or more claims that require a defense. CLE-1.B Writers defend their claims with evidence and/or reasoning. CLE-1.C Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments. CLE-1.D Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification. CLE-1.E Writers relate source material to their own argument by syntactically embedding particular quoted, paraphrased, or summarized information from one or more sources into their own ideas.</p>
		<p>Scaffolded Early CLE 3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure</p> <p>CLE 4.B Writing – Write a thesis statement that requires proof or defense and that preview the structure of the argument.</p>	<p>Scaffolded Early CLE-1.I A thesis is the main, overarching claim a writer is seeking to defend or prove by using reasoning supported by evidence. CLE-1J A writer’s thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement.</p>

Ideas in Argument, 1e
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<p>Reasoning and Organization</p>	<p>Scaffolded Early REO-1 Writers guide the understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.</p>	<p>Scaffolded Early REO 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>REO 6.C Writing – Use appropriate methods of development to advance an argument.</p>	<p>Scaffolded Early REO-1.H Some typical methods of development are narration, cause-effect, comparison-contrast, definition and description. REO-1.I When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences. REO-1.L When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations. RHS 1K Writers may make comparisons (e.g. similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer’s purpose.</p>
<p>Language and Style</p>	<p>Scaffolded Early STL-1 The rhetorical situation informs the strategic stylistic choices that writers make.</p>	<p>Scaffolded Early STL7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>STL8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>	<p>Scaffolded Early STL-1.A Words have both connotative and denotative meanings. STL-1.B Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things. STL-1.C Precise word choice reduces confusion and may help the audience perceive the writer’s perspective. STL-1.D A writer’s tone is the writer’s attitude or feeling about a subject, conveyed through word choice and writing style. STL-1.E Readers infer a writer’s tone from the writer’s word choice, and especially the positive, negative, or other connotations of those words. STL-1.F A writer’s shifts in tone from one part of a text to another may suggest the writer’s qualification, refinement, or reconsideration of their perspective on a subject.</p>

UNIT 2 AP® ALIGNMENT

The following are addressed in the Big Idea, Composition, and Preparing for the AP® Exam Workshops in Unit 2.

Note:

- Some skills in this Unit are introduced prior to their appearance in the CED in order to adequately scaffold instruction.
- Some skills in this unit are review. These discuss a new aspect of a skill introduced previously.
- Crossed-through content is introduced in a subsequent unit.

Big Idea	Enduring Understanding	Skills	Essential Knowledge
Rhetorical Situation	Aligned RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation.	Review RHS 1.A Reading – Identify and describe the components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message Scaffolded Early RHS 2.A Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	Review RHS-1.D (Skill 1.A ONLY) An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds. Scaffolded Early RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument’s thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction. Scaffolded Early RHS-1.I The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.
		Aligned RHS-1.B Reading – Explain how an argument demonstrates understanding of an audience’s beliefs values, or needs Aligned RHS-2.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs	Aligned RHS-1.F Writers’ perceptions of an audience’s values, beliefs, needs, and background guide the choices they make. RHS-1.G To achieve a purpose, writers make choices in an attempt to relate to an intended audience’s emotions and values. RHS-1.H Arguments seek to persuade or motivate action through appeals—the modes of persuasion. Scaffolded Early RHS-1.L Writers’ choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument.

Ideas in Argument, 1e
AP Correlation

<p>Claims and Evidence</p>	<p>Aligned CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.</p>	<p>Aligned CLE-3.A Reading – Identify and explain claims and evidence within an argument</p> <p>Aligned CLE-4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim</p>	<p>Aligned CLE-1.F Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.</p> <p>CLE-1.G Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience’s emotions and values, and increases a writer’s credibility.</p> <p>CLE-1.H An effective argument contains sufficient evidence; evidence is sufficient when its quantity and quality provide apt support for the argument.</p> <p>Review CLE-1.B Writers defend their claims with evidence and/or reasoning.</p> <p>CLE-1.C Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments.</p>
		<p>Aligned CLE 3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure</p> <p>Aligned CLE 4.B Writing – Write a thesis statement that requires proof of defense and that may preview the structure of the argument.</p>	<p>Aligned CLE-1.I A thesis is the main, overarching claim a writer is seeking to defend or prove by using reasoning supported by evidence.</p> <p>CLE-1.J A writer’s thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement.</p>

Ideas in Argument, 1e
 AP Correlation

Reasoning and Organization	Scaffolded Early REO-1 Writers guide the understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.	Scaffolded Early REO 5.A Reading – Describe the line of reasoning and explain whether it supports an argument's overarching thesis. Scaffolded Early REO 6.A Writing – Develop a line of reasoning and commentary that explains it throughout an argument.	Scaffolded Early REO-1.A Writers may lead readers through a line of reasoning and then arrive at a thesis. REO-1.B Writers may express a claim and then develop a line of reasoning to justify the claim. REO-1.M The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.
		Scaffolded Early REO 5.B Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning Scaffolded Early REO 6.B Writing – Use transitional elements to guide the reader through the line of reasoning of an argument	Scaffolded Early REO-1.O Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text.
		Scaffolded Early REO 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose. Scaffolded Early REO 6.C Writing – Use appropriate methods of development to advance an argument.	Scaffolded Early REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer's reasoning in an argument.

Ideas in Argument, 1e

AP Correlation

Language and Style	Scaffolded Early STL-1 The rhetorical situation informs the strategic stylistic choices that writers make.	Scaffolded Early STL 7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas Scaffolded Early STL8.A Writing – Write sentences that clearly convey ideas and arguments.	Scaffolded Early STL-1.G Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent. STL-1.H The arrangement of sentences in a text can emphasize particular ideas.
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UNIT 3 AP® ALIGNMENT

The following are addressed in the Big Idea, Writing, and Preparing for the AP® Exam Workshops in Unit 3.

Note:

- Some skills in this Unit are introduced prior to their appearance in the CED in order to adequately scaffold instruction.
- Some skills in this unit are review. These discuss a new aspect of a skill introduced previously.
- Crossed-through content is introduced in a subsequent unit.

Big Idea	Enduring Understanding	Skills	Essential Knowledge
Rhetorical Situation	<p>Scaffolded Early and/or Review</p> <p>RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation.</p>	<p>Scaffolded Early and/or Review</p> <p>RHS 1.A Reading – Identify and describe the components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message</p> <p>RHS 2.A Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p>	<p>Review</p> <p>RHS-1.E (Skill 1.A ONLY) Writers create texts within a particular context that includes the time, place, and occasion.</p> <p>Scaffolded Early</p> <p>RHS-1.I The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.-</p> <p>Scaffolded Early</p> <p>RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument’s thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.</p>

Ideas in Argument, 1e
AP Correlation

<p>Claims and Evidence</p>	<p>Aligned CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.</p>	<p>Aligned CLE-3.A Reading – Identify and explain claims and evidence within an argument</p> <p>CLE-4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim</p>	<p>Review CLE-1.E Writers relate source material to their own argument by syntactically embedding particular quoted, paraphrased, or summarized information from one or more sources into their own ideas. CLE-1.F Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.</p> <p>Aligned CLE-1.K Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports CLE-1.L Writers introduce source material by using commentary to properly integrate it into their line of reasoning CLE-1.M Synthesis requires consideration, explanation, and integration of others’ arguments into one’s own argument. CLE-1.N Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.</p> <p>Scaffolded Early CLE-1.P When synthesizing, writers draw upon arguments from multiple sources, strategically select the most relevant information, and combine apt and specific source material as part of their own argument.</p>
<p>Reasoning and Organization</p>	<p>Aligned REO-1 Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.</p>	<p>Aligned REO 5.A Reading – Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.</p> <p>REO 6.A Writing – Develop a line of reasoning and commentary that explains it throughout the argument.</p>	<p>Aligned REO-1.A Writers may lead readers through a line of reasoning and then arrive at a thesis. REO-1.B Writers may express a claim and then develop a line of reasoning to justify the claim. REO-1.C Writers explain their reasoning through commentary that connects chosen evidence to a claim. REO-1.D Commentary explains the significance and relevance of evidence in relation to the line of reasoning. REO-1.E The sequence of paragraphs in a text reveals the argument’s line of reasoning. REO-1.F Flaws in a line of reasoning may render an argument specious or illogical.</p>
		<p>Scaffolded Early REO 5.B Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</p> <p>REO 6.B Writing – Use transitional elements to guide the reader through the line of reasoning of an argument.</p>	<p>Scaffolded Early REO-1.P Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas.</p> <p>REO-1.Q Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole.</p>

Ideas in Argument, 1e
AP Correlation

		<p>Aligned REO 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>REO 6.C Writing – Use appropriate methods of development to advance an argument.</p>	<p>Aligned</p> <p>REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument.</p> <p>REO-1.H Some typical methods of development are narration, cause-effect, comparison-contrast, definition, and description.</p> <p>REO-1.I When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations.</p> <p><i>Note: REO-1.J is covered in Unit 7 in Ideas in Argument.</i></p>
<p>Language and Style</p>	<p>Scaffolded Early STL-1 The rhetorical situation informs the strategic stylistic choices that writers make.</p>	<p>Scaffolded Early STL 7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>STL8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>	<p>Scaffolded Early</p> <p>STL-1.F A writer’s shifts in tone from one part of a text to another may suggest the writer’s qualification, refinement, or reconsideration of their perspective on a subject.</p>

UNIT 4 AP® ALIGNMENT

The following are addressed in the Big Idea, Composition, and Preparing for the AP® Exam Workshops in Unit 4.

Note:

- Some skills in this Unit are introduced prior to their appearance in the CED in order to adequately scaffold instruction.
- Some skills in this unit are review. These discuss a new aspect of a skill introduced previously.
- Crossed-through content is introduced in a subsequent unit.

Big Idea	Enduring Understanding	Skills	Essential Knowledge
Rhetorical Situation	Aligned RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation.	Aligned RHS-1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.	Aligned RHS-1.I The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario. RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument’s thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.
		Review RHS 1.B Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. RHS 2.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.	Review RHS-1.G To achieve a purpose, writers make choices in an attempt to relate to an intended audience’s emotions and values.

Ideas in Argument, 1e
 AP Correlation

Claims and Evidence	Review CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.	Review CLE-3.A Reading – Identify and explain claims and evidence within an argument CLE-4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim	Review CLE-1.F Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point. CLE-1.K Effective use of evidence uses commentary to establish a logical relationship between the evidence and the claim it supports. CLE-1.L Writers introduce source material by using commentary to properly integrate it into their line of reasoning.
		Aligned CLE 3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure CLE 4.B Writing – Write a thesis statement that requires proof or defense and that preview the structure of the argument.	Aligned CLE-1.O A thesis statement may preview the line of reasoning of an argument. This is not to say that a thesis statement must list the points of an argument, aspects to be analyzed, or specific evidence to be used in an argument.

Ideas in Argument, 1e
AP Correlation

<p>Reasoning and Organization</p>	<p>Aligned REO-1 Writers guide the understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.</p>	<p>Aligned REO 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>REO 6.C Writing – Use appropriate methods of development to advance an argument.</p>	<p>Aligned REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument.</p> <p>REO-1.I When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations.</p> <p>Review REO-1.H Some typical methods of development are narration, cause-effect, comparison-contrast, definition and description.</p> <p><i>Note: Not Addressed</i> REO 1.K is addressed in Ideas in Argument Unit 7</p>
<p>Language and Style</p>	<p>Scaffolded Early STL-1 The rhetorical situation informs the strategic stylistic choices that writers make.</p>	<p>Scaffolded Early STL7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>STL8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>	<p>Scaffolded Early STL-1.C Precise word choice reduces confusion and may help the audience perceive the writer’s perspective.</p>
		<p>Scaffolded Early STL 7.C Reading – Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p> <p>STL 8.C Writing – Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>	<p>Scaffolded Early REO-1.O Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text.</p>

UNIT 5 AP® ALIGNMENT

The following are addressed in the Big Idea, Writing, and Preparing for the AP® Exam Workshops in Unit 5.

Note:

- Some skills in this Unit are introduced prior to their appearance in the CED in order to adequately scaffold instruction.
- Some skills in this unit are review. These discuss a new aspect of a skill introduced previously.
- Crossed-through content is introduced in a subsequent unit.

Big Idea	Enduring Understanding	Skills	Essential Knowledge
Rhetorical Situation	Review RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation.	Review RHS-1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.	Review RHS-1.B (Skill 1.A ONLY) The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text. RHS-1.I The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.
		Scaffolded Early RHS 1.B Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. RHS 2.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.	Scaffolded Early RHS-1.L Writers’ choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument. RHS-1.M Word choice may reflect writers’ biases and may affect their credibility with a particular audience.

Ideas in Argument, 1e
AP Correlation

<p>Claims and Evidence</p>	<p>Review CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.</p>	<p>Review CLE-3.A Reading – Identify and explain claims and evidence within an argument CLE-4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim</p>	<p>Review CLE-1.F Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point. CLE-1.G Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience’s emotions and values, and increases a writer’s credibility. CLE-1.H An effective argument contains sufficient evidence; evidence is sufficient when its quantity and quality provide apt support for the argument. Scaffolded Early CLE-1.R A position and a perspective are different. Sources may have the same position on a subject, yet each comes from a different perspective based on their background, interests, and expertise.</p>
<p>Reasoning and Organization</p>	<p>Aligned REO-1 Writers guide the understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.</p>	<p>Aligned REO 5.A Reading – Describe the line of reasoning and explain whether it supports an argument’s overarching thesis. REO 6.A Writing – Develop a line of reasoning and commentary that explains it throughout an argument.</p>	<p>Aligned REO - 1.M The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.</p>

Ideas in Argument, 1e
 AP Correlation

		<p>Aligned REO 5.B Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</p> <p>REO 6.B Writing – Use transitional elements to guide the reader through the line of reasoning of an argument.</p>	<p>Aligned REO-1.N Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.</p> <p>REO-1.P Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas.</p> <p>REO-1.Q Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole.</p> <p><i>Note: REO-1.0 is addressed in other units in Ideas in Argument</i></p>
		<p>Review REO 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>REO 6.C Writing – Use appropriate methods of development to advance an argument.</p>	<p>Review REO-1.E The sequence of paragraphs in a text reveals the argument’s line of reasoning.</p>
<p>Language and Style</p>	<p>Aligned STL-1 The rhetorical situation informs the strategic stylistic choices that writers make.</p>	<p>Aligned STL7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>STL8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>	<p>Aligned STL-1.Q A writer’s style is made up of the mix of word choice, syntax, and conventions employed by that writer.</p> <p><i>Note: STL-1.A, STL-1.B, and STL-1.C have been covered earlier and will be reviewed in subsequent units in Ideas in Argument.</i></p>

Ideas in Argument, 1e
 AP Correlation

		<p>Scaffolded Early STL 7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>STL 8.B Writing – Write sentences that clearly convey ideas and arguments.</p>	<p>Scaffolded Early</p> <p>STL-1.I Subordination and coordination are used to express the intended relationship between ideas in a sentence.</p> <p>STL-1.K Writers frequently use subordination to illustrate an imbalance or inequality between ideas.</p> <p>STL-1.L The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.</p> <p>STL-1.S Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify.</p>
		<p>Scaffolded Early STL 7.C Reading – Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p> <p>STL 8.C Writing – Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>	<p>Scaffolded Early</p> <p>STL-1.M Grammar and mechanics that follow established conventions of language enable clear communication.</p> <p>STL-1.N Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.</p> <p>STL-1.O Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer’s purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.</p>

UNIT 6 AP® ALIGNMENT

The following are addressed in the Big Idea, Composition, and Preparing for the AP® Exam Workshops in Unit 6.

Note:

- Some skills in this Unit are introduced prior to their appearance in the CED in order to adequately scaffold instruction.
- Some skills in this unit are review. These discuss a new aspect of a skill introduced previously.
- Crossed-through content is introduced in a subsequent unit.

Big Idea	Enduring Understanding	Skills	Essential Knowledge
Rhetorical Situation	<p>Aligned RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation.</p>	<p>Review RHS 1.B Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p> <p>RHS 2.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.</p>	<p>Review RHS-1.F Writers’ perceptions of an audience’s values, beliefs, needs, and background guide the choices they make.</p> <p>RHS-1.K Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer’s purpose.</p> <p>RHS-1.L Writers’ choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument.</p> <p>Scaffolded Early RHS-1.M Word choice may reflect writers’ biases and may affect their credibility with a particular audience.</p>

Ideas in Argument, 1e
 AP Correlation

<p>Claims and Evidence</p>	<p>Aligned CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.</p>	<p>Aligned CLE-3.A Reading – Identify and explain claims and evidence within an argument</p> <p>CLE-4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim</p>	<p>Aligned</p> <p>CLE-1.P When synthesizing, writers draw upon arguments from multiple sources, strategically select the most relevant information, and combine apt and specific source material as part of their own argument.</p> <p>CLE-1.Q A source provides information for an argument, and some sources are more reliable or credible than others.</p> <p>CLE-1.R A position and a perspective are different. Sources may have the same position on a subject, yet each comes from a different perspective based on their background, interests, and expertise.</p> <p>CLE-1.S When incorporating evidence or sources into an argument, the strongest arguments recognize and acknowledge the biases and limitations of the material and account for those limitations in their reasoning.</p> <p>CLE-1.T The degree to which a source does or does not consider other positions reflects the degree to which a source is biased.</p> <p>Review</p> <p>CLE-1.F Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point.</p> <p>CLE-1.G Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience’s emotions and values, and increases a writer’s credibility.</p>
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Ideas in Argument, 1e
 AP Correlation

		<p>Aligned CLE 3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure</p> <p>CLE 4.B Writing – Write a thesis statement that requires proof or defense and that preview the structure of the argument.</p>	<p>Aligned CLE-1.U Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning</p>
<p>Reasoning and Organization</p>	<p>Review REO-1 Writers guide the understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.</p>	<p>Review REO 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>REO 6.C Writing – Use appropriate methods of development to advance an argument.</p>	<p>Review REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument.</p> <p>REO-1.H Some typical methods of development are narration, cause-effect, comparison-contrast, definition and description.</p> <p>REO-1.L When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations.</p>

Ideas in Argument, 1e

AP Correlation

Language and Style	Aligned STL-1 The rhetorical situation informs the strategic stylistic choices that writers make.	Aligned STL7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. STL8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.	Aligned STL-1.D A writer’s tone is the writer’s attitude or feeling about a subject, conveyed through word choice and writing style. STL-1.E Readers infer a writer’s tone from the writer’s word choice, and especially the positive, negative, or other connotations of those words. Aligned STL-1.F A writer’s shifts in tone from one part of a text to another may suggest the writer’s qualification, refinement, or reconsideration of their perspective on a subject. Review STL-1.A Words have both connotative and denotative meanings. STL-1.B Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things. STL-1.C Precise word choice reduces confusion and may help the audience perceive the writer’s perspective.
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UNIT 7 AP® ALIGNMENT

The following are addressed in the Big Idea, Composition, and Preparing for the AP® Exam Workshops in Unit 7.

Note:

- Some skills in this Unit are introduced prior to their appearance in the CED in order to adequately scaffold instruction.
- Some skills in this unit are review. These discuss a new aspect of a skill introduced previously.
- Crossed-through content is introduced in a subsequent unit.

Big Idea	Enduring Understanding	Skills	Essential Knowledge
Rhetorical Situation	<p>Aligned RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation.</p>	<p>Aligned RHS-1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>RHS - 2.A Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation</p>	<p>Aligned RHS-1.I The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument’s thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.</p> <p>RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument’s thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.</p> <p>Review RHS-1.C (Skill 1.A ONLY) The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text.</p>

Ideas in Argument, 1e
AP Correlation

		<p>Scaffolded Early RHS 1.B Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p> <p>RHS 2.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.</p>	<p>Scaffolded Early RHS-1.N Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument.</p>
<p>Claims and Evidence</p>	<p>Aligned CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.</p>	<p>Aligned CLE 3.C Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives</p> <p>CLE 4.C Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p>	<p>Aligned CLE-1.V A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations.</p> <p>CLE-1.W Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms.</p> <p>CLE-1.X Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument.</p> <p>Scaffolded Early CLE-1.Y Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about.</p>
<p>Reasoning and Organization</p>	<p>Review REO-1 Writers guide the understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.</p>	<p>Review REO 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>REO 6.C Writing – Use appropriate methods of development to advance an argument.</p>	<p>Review REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument.</p> <p>REO-1.K When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used.</p>

Ideas in Argument, 1e
AP Correlation

Language and Style	<p>Review STL-1 The rhetorical situation informs the strategic stylistic choices that writers make.</p>	<p>Review STL7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>STL8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>	<p>Review</p> <p>STL-1.B Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.</p> <p>STL-1.Q A writer’s style is made up of the mix of word choice, syntax, and conventions employed by that writer.</p>
		<p>Aligned STL 7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>STL 8.B Writing – Write sentences that clearly convey ideas and arguments.</p>	<p>Aligned</p> <p>STL-1.G Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent.</p> <p>STL-1.H The arrangement of sentences in a text can emphasize particular ideas.</p> <p>STL-1.I Subordination and coordination are used to express the intended relationship between ideas in a sentence.</p> <p>STL-1.J Writers frequently use coordination to illustrate a balance or equality between ideas.</p> <p>STL-1.K Writers frequently use subordination to illustrate an imbalance or inequality between ideas.</p> <p>STL-1.L The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.</p> <p>Introduce Early</p> <p>STL-1.S Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify.</p> <p>STL-1.T Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience’s needs and/or advance a writer’s purpose.</p>

Ideas in Argument, 1e

AP Correlation

		<p>Aligned STL 7.C Reading – Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p> <p>STL 8.C Writing – Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>	<p>Aligned</p> <p>STL-1.M Grammar and mechanics that follow established conventions of language enable clear communication.</p> <p>STL-1.N Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.</p> <p>STL-1.O Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer’s purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.</p> <p>STL-1.P Some design features, such as italics or boldface, create emphasis.</p>
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UNIT 8 AP® ALIGNMENT

The following are addressed in the Big Idea, Composition, and Preparing for the AP® Exam Workshops in Unit 8.
Note:

- Some skills in this Unit are introduced prior to their appearance in the CED in order to adequately scaffold instruction.
- Some skills in this unit are review. These discuss a new aspect of a skill introduced previously.
- Crossed-through content is introduced in a subsequent unit.

Big Idea	Enduring Understanding	Skills	Essential Knowledge
Rhetorical Situation	Aligned RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation.	<p>Review RHS-1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>RHS - 2.A Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation</p>	<p>Review RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument’s thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.</p>
		<p>Aligned RHS 1.B Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p> <p>RHS 2.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs.</p>	<p>Aligned RHS-1.K Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer’s purpose.</p> <p>RHS-1.L Writers’ choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument.</p> <p>RHS-1.M Word choice may reflect writers’ biases and may affect their credibility with a particular audience.</p> <p>RHS-1.N Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument.</p>

Ideas in Argument, 1e

AP Correlation

<p>Claims and Evidence</p>	<p>Scaffolded Early CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.</p>	<p>Scaffolded Early CLE 3.C Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives</p> <p>CLE 4.C Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p>	<p>Scaffolded Early CLE-1.AA Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence.</p> <p>CLE-1.AB When writers concede, they accept all or a portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument.</p> <p>CLE-1.AC When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.</p> <p>CLE-1.AD When writers refute, they demonstrate, using evidence, that all or a portion of a competing position or claim is invalid.</p> <p>CLE-1.AE Transitions may be used to introduce counterarguments.</p> <p>CLE-1.AF Not all arguments explicitly address a counterargument</p>
		<p>Review 3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.</p> <p>4.B Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument</p>	<p>Review CLE-1.U Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning</p>

Ideas in Argument, 1e

AP Correlation

<p>Reasoning and Organization</p>	<p>Review REO-1 Writers guide the understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.</p>	<p>Review REO 5.C Reading - Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>REO 6.C Writing - Use appropriate methods of development to advance an argument.</p>	<p>Review REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument.</p> <p>REO-1.H Some typical methods of development are narration, cause-effect, comparison-contrast, definition and description.</p> <p>REO-1.K When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used.</p>
<p>Language and Style</p>	<p>Aligned STL-1 The rhetorical situation informs the strategic stylistic choices that writers make.</p>	<p>Review STL7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>STL8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>	<p>Review STL-1.F A writer’s shifts in tone from one part of a text to another may suggest the writer’s qualification, refinement, or reconsideration of their perspective on a subject.</p> <p>Aligned STL-1.Q A writer’s style is made of the mix of word choice, syntax, and conventions employed by that writer.</p> <p>STL-1.R Writers may signal a complex or ironic perspective through stylistic choices. Irony may emerge from the differences between an argument and the readers’ expectations or values.</p>
		<p>Aligned STL 7.B Reading - Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>STL 8.B Writing - Write sentences that clearly convey ideas and arguments.</p>	<p>Aligned STL-1.S Modifier-including words, phrases, or clauses - qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify.</p> <p>STL-1.T Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience’s needs and/or advance a writer’s purpose.</p>

UNIT 9 AP® ALIGNMENT

The following are addressed in the Big Idea, Writing, and Preparing for the AP® Exam Workshops in Unit 9.
Note:

- Some skills in this Unit are introduced prior to their appearance in the CED in order to adequately scaffold instruction.
- Some skills in this unit are review. These discuss a new aspect of a skill introduced previously.
- Crossed-through content is introduced in a subsequent unit.

Big Idea	Enduring Understanding	Skills	Essential Knowledge
Rhetorical Situation	Review RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation.	Review RHS-1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. RHS - 2.A Writing - Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation	Review RHS-1.A (Skill 1.A ONLY) The rhetorical situation of a text collectively refers to the exigence, purpose, audience, context, and message. RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument’s thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.
		Review RHS 1.B Reading - Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. RHS 2.B Writing - Demonstrate an understanding of an audience’s beliefs, values, or needs.	Review RHS-1.N Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument.

Ideas in Argument, 1e
AP Correlation

<p>Claims and Evidence</p>	<p>Aligned CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing arguments.</p>	<p>Aligned CLE 3.C Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives</p> <p>CLE 4.C Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives</p>	<p>Aligned</p> <p>CLE-1.Y Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about.</p> <p>CLE-1.Z Evidence and sources will either support, complement, or contradict a writer’s thesis.</p> <p>CLE-1.AA Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence.</p> <p>CLE-1.AB When writers concede, they accept all or a portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument.</p> <p>CLE-1.AC When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.</p> <p>CLE-1.AD When writers refute, they demonstrate, using evidence, that all or a portion of a competing position or claim is invalid.</p> <p>CLE-1.AE. Transitions may be used to introduce counterarguments.</p> <p>CLE-1.AF. Not all arguments explicitly address a counterargument.</p>
<p>Reasoning and Organization</p>	<p>Review REO-1 Writers guide the understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.</p>	<p>Review REO 5.A Reading – Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.</p> <p>REO 6.A Writing – Develop a line of reasoning and commentary that explains it throughout an argument</p>	<p>Review</p> <p>RHS-1.C (Skill 1.A ONLY) The purpose of a text is what the writer hopes to accomplish with it. The purpose of a text is what the writer wants to accomplish with it. Writers may have more than one purpose in a text.</p>

Ideas in Argument, 1e
AP Correlation

		<p>Review REO 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>REO 6.C Writing – Use appropriate methods of development to advance an argument.</p>	<p>Review REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument.</p> <p>REO-1.H. Some typical methods of development are narration, cause-effect, comparison-contrast, definition, and description.</p>
Language and Style	<p>Review STL-1 The rhetorical situation informs the strategic stylistic choices that writers make.</p>	<p>Review STL7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>STL8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>	<p>Review STL-1.A Words have both connotative and denotative meanings.</p> <p>STL-1.E Readers infer a writer’s tone from the writer’s word choice, and especially the positive, negative, or other connotations of those words.</p> <p>STL-1.F A writer’s shifts in tone from one part of a text to another may suggest the writer’s qualification, refinement, or reconsideration of their perspective on a subject.</p> <p>STL-1.Q A writer’s style is made up of the mix of word choice, syntax, and conventions employed by that writer.</p>
		<p>Review STL 7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas</p> <p>STL 8.B Writing – Write sentences that clearly convey ideas and arguments</p>	<p>Review STL-1.S Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify.</p> <p>STL-1.T Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience’s needs and/or advance a writer’s purpose.</p>